DOCUMENT RESUME

ED 180 375 HE 012 112

TITLE	Adult Learners in Post-Secondary Study Programmes--Risk-Students Or Resource-Students? A Report from the Ronneberga Workshop, (Stockholm, Sweden, April 25-26, 1979). R&D for Higher Education, 1979:8.
INSTITUTION	National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE	Apr 79
NOTE	19p.
AVAILABLE FROM	National Board of Universities and Colleges, Research and Develcpment Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Educatien: *Adult Students: Competence: *Curriculum Design: *Dropout Research: Educational Supply: Experiential Learning: Foreign Countries: Higher Education: National Programs: *Nontraditional Students: Prior Learning: Work Experience: Workshops
IDENTIFIERS	*High Risk Students: *Sweden

ABSTRACT

Critical problems and functions of the Swedish system of higher education in dealing with adult learners are summarized in this workshop publication. Various institutional responses to the growing body of nontraditional students are discussed and it is suggested that the overwhelming reaction of Swedish higher education has been to incorporate adult learners within study programs at traditional colleges or universities. This approach emphasizes the use of existing institutions to serve new groups. The need for conceptual clarification when discussing the adaptation of universities and colleges to new learners is also emphasized. Learning effectiveness and dropout rates are discussed as appropriate outcome criteria for distinguishing various reasons why students leave school and how to identify risk students. It is also suggested that flexibility in educational design is necessary to meet the needs of nontraditional students. Program structure, program form, credit or noncredit status, and teaching and learning methods need special attention. The roles of counseling and work experience for adult education are considered extremely important: alternatives that incorporate these aspects into the basic educational design are discussed. The maintenance of educational quality while adapting the system to meet the needs of adult learners is also discussed. It is suggested that the question of quality is not only related to policy decisions, but also to how the education is practiced and how the result is evaluated both within and outside the world of higher education. The workshop program and a list of participants are included. (SF)

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R & D for Higher Education

INFORMATION ON RESEARCH AND DEVELOPMENT FOR HIGHER EDUCATION

ED180375

1979:8

ADULT LEARNERS IN POST-SECONDARY STUDY PROGRAMMES - RISK-STUDENTS OR RESOURCE-STUDENTS?

A REPORT FROM THE RÖNNEBERGA WORKSHOP
APRIL 25 - 26TH, 1979, STOCKHOLM, SWEDEN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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P.O. Box 45501
S-104 30 Stockholm SWEDEN

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08-24 85 60

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APPENDICES

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1 INSTITUTIONAL RESPONSES TO NEW LEARNERS

Institutions of higher education all around the world are meeting the demands of a new and more heterogeneous group of learners. The pattern of institutional responses to these needs varies from country to country. In some higher education systems the most dominant approach is to incorporate new learners in traditional universities. In other systems new institutions are set up to cope with the challenging task of providing a meaningful education for new learners. The first approach does not exclude efforts to reorganize traditional educational structures in order to better suit the needs of different groups of learners. In order to better distinguish between different strategies in this respect Naomi McIntosh presented a matrix for analyzing different kinds of institutional responses.

		KIND OF STUDENTS	
		Existing	*New*
KIND OF INSTITUTION	*Existing*	*Ex. institutions meet the needs of ex. students, e.g. "conventional universities"*	*Ex. institutions meet the needs of new students, e.g. Univ of Sussex, the 25:4 scheme in Sweden*
	New	*New institutions meet the needs of ex. students, e.g. polytechnics in the U.K.*	*New institutions meet the needs of new students, e.g. the Open University experiment in the U.K.*

Matrix 1 A matrix for analyzing institutional responses to new learners

Polytechnics in the U.K. and also some community colleges in the U.S.A. and Canada are ways of developing new institutions for traditional or existing students. When we try to incorporate adult learners within study programmes at traditional universities or colleges our method is to use existing institutions to serve new groups. The Swedish reform of higher education with its 25:4 scheme is one of many examples in this respect. Finally, the Open University experiment is a good example of an effort aiming at the recruitment of new groups in new institutions.

This matrix functions mainly as an intellectual tool for analyzing different institutional responses to new learners. Obviously it does not have the ambition of giving more than a very general overview of different institutional responses. The specific pattern in each system of higher education will not easily fit into a specific square, and we can identify different kinds

of overlapping. However, as a general point of departure, it offers the possibility of focussing on general characteristics of institutional responses in different countries.

At the workshop Naomi McIntosh also presented a matrix on different ways of meeting the needs of new students. Here traditional ways (let the student come to the university) were contrasted with new ways (let the university meet the student where he is; e.g. open admission systems, outreach activities, new forms of distribution, locating courses in new places etc). When we want to analyze and compare differences and similarities in different countries it is necessary to be more concrete about the specific pattern of adaptive mechanisms. A crucial point is whether the changes start from the notion of "high culture", or whether the adaptive process also can include changes in standards and examination forms. The adaptive measures taken must be related to different outcome criteria, i.e. educational effectiveness, cost-effectiveness or recruitment effectiveness. When the criteria and a certain pattern of institutional responses are specified it is possible to clarify the degree of mis-match a) between educational structures and the needs and conditions of a target group, b) between study programmes and background and heterogeneity of students and c) between a certain subject content and the study skill of an individual adult student.

2 THE NEED FOR CONCEPTUAL CLARIFICATION

It is necessary to unpack and list the meaning and content of the different concepts we use when we discuss the adaptation of universities and colleges to new learners. There are, today, a number of ways denoting new students (new vs traditional students; adult vs young students; disadvantaged vs normal students; other labels are mature students, older adult students, non-traditional students). The critical issues are age (which often implies maturity, resources of experience and more social responsibilities) and learning competence or study skill. If we combine age and study skill (including social setting) we get the following matrix.

		AGE	
		Young (up to 25)	*Adult (above 25)*
STUDY SKILL	*Good*	*Traditional students*	*Adult students on retraining study project*
	Bad	*Traditional students on compensatory study project*	*Adult students on compensatory study project*

Matrix 2 An analysis of student backgrounds

Each effort to clarify the content of the different squares will raise certain conceptual and semantic problems. Firstly, there is only a statistical correlation between age and maturity. If we use the concept of mature students we would be implying that traditional students are immature. Irrespective of whether the age limit is set at 20 or 25 it fits rather poorly with the fact that eighteen-year-olds are accepted as voters in many countries. Secondly, we often connect adult students with insufficient study skill. This may only be true of one or two subgroups in the whole adult-student population (workers or semi-professionals without experience of formal schooling and housewifes with a delayed educational and professional career). Thirdly, the notion of new does not necessarily have to be related to age. Young students with a working class background or ethnic minorities are often new students and first generation within higher education. Obviously, we must make a lot of distinctions and specifications when we discuss these problems.

3 LEARNING EFFECTIVENESS AND DROP-OUT AS OUTCOME CRITERIA

There seems to be a striking similarity between the recruitment and drop-out experience at the Open University and the Swedish experiment with widened admission to higher education. The number of applicants who withdraw during the embarkation period is about the same. There are also similarities in study patterns and in social settings and conditions for adult learning. These similarities are found in spite of differences in the methodology used to follow up the results of new learners. The follow-up mechanisms at Open University seem to give a much more concrete picture of both the individual and the collective study pattern, while the Swedish system for data-collection still remains relatively undeveloped and superficial.

Important questions are why we want to study drop-out problems and what assumptions are implied in the drop-out concept. According to Naomi McIntosh there were a number of arguments for the close attention given to drop-out in the OU experiment. The critics of the OU predicted that one out of ten students would manage to fulfil the objectives of the learning process. It was taken for granted that comparisons would be made with traditional university students - which stressed the need for an effective follow-up procedure. The focus on drop-out was also motivated by the necessity to avoid personal damage to people. The British system of higher education is very elitist and a main concern was not to stimulate individuals in difficulties. Other arguments were giving the right person a chance and, of course, general financial or economic considerations.

Special measures were taken in order to decrease the drop-out rate. In the course of time it has become clear that all drop-outs are not failures. To a large extent early drop-outs can be seen as a consequence of a process of clarification and adjustment. It gives the fresh student a concrete experience of the expectations he will meet as an adult student having to devote at least 10 - 12 hours a week to studies. It is therefore necessary to make a distinction between a rational and an irrational drop-out as well as between good and bad reasons for dropping out. Furthermore it is necessary to analyze to what extent and to what cost we can avoid irrational withdrawal from the learning situation. At the workshop Naomi McIntosh presented a way of structuring these problems which seems to be both fruitful and constructive.

		TYPE OF DIFFICULTIES		
	All students	*With no difficulties*	*Course/university related difficulties*	*Student, personal, family related difficulties*
KIND OF SUPPORT	***No special support***	*Student will survive*	*Student will drop out*	*Student will drop out*
	Relevant support	*Will survive but money wasted*	*Student will survive at extra cost*	*Student will drop out and money will be wasted*
	Irrelevant support	*Will survive but money wasted*	*Student will drop out and money will be wasted*	*Student will drop out and money will be wasted*

Matrix 3 Selective identification of drop-out problems

In a planning perspective, however, it seems to be difficult to identify risk-students and to allocate money, resources, instructional forms and study support so that the risk of dropping out will be eliminated. The problem increases even more if we have to cope with these efforts without any alterations in standards and teaching methods for traditional groups.

In Sweden the use of the term drop-out has shifted during the past decade. Before the reform of higher education there was a lot of discussion both in Parliament and in the world of higher education about the enormous variation in study results between different programmes both in the faculty of arts and sciences and the faculty of natural sciences.

The individual study pattern had changed and a number of students left university without taking a degree. At first this seemed to be a negative aspect of the general outcome of the system or, put in other words, a form of drop-out. During the work within the U 68 Commission (the task force in charge of the planning of a reform of higher education in Sweden) it was made clear that an uncompleted degree did not necessarily imply a bad result for society or the individual. So the notion of drop-out and the concept of a university degree seem to have undergone a change. Not having a degree is no longer recognized as something negative at the individual and societal levels. It has instead turned into something that could be relevant for both levels. The consequence of this is increasing difficulties in setting up standards and outcome criteria. We still face the difficulty of defining what are good and bad reasons for leaving a certain study programme or for alternating between different routes within the higher education system. Obviously, this uncertainty has consequences for our images of what characterizes able or unable adult students in different courses or study programmes. The redefinition or the elimination of the drop-out concept stresses the need for both conceptual clarification and new ways of analyzing results and productivity both at the individual and at the institutional level.

4 THE NEED FOR FLEXIBILITY IN EDUCATIONAL DESIGN

Urban Dahllöf focussed on the different "ways" of meeting the needs of the new learners. He stressed the need for flexibility in educational design. The new ways imply new combinations of different components within the education system. According to Urban Dahllöf special attention has to be paid to the following aspects:

I Programme structure

Complete university degree or separate courses

II Programme form

Media base (distance teaching, direct methods, instructional material etc)

Access device (structure of admission system and entrance requirements)

Location (close to the university or at certain distance from the university)

Time-frame pattern (kind of schedules day-time, evening classes; full-time, part-time etc).

III Credit or non-credit programme

Level (undergraduate or graduate course)

Standard (credit or non-credit course; the notion of high culture)

Structure (type of combination of different courses: specialization or broadening)

IV Teaching and learning methods

The degree of newness depends mainly on the possibilities of designing study programmes with an optimal combination of different components. The problem of balance between components and context calls not only for fantasy and creativity but also for steady and systematic planning both at regional and departmental level. Educational planning often takes curriculum structure and not new learners as a main point of departure. Another obstacle to effective planning was, according to Urban Dahllöf, the mismatch between the administrative bureaucracy and the problems at local level.

Ulf Fornstedt made some comments on Dahllöf's approach to the planning problems. According to Fornstedt, one of the barriers to effective planning is the current distribution of power between central, regional and local bodies. This means that the regional level does not control all the administrative and other factors (e g financial, social and educational) necessary for an effective planning for recurrent education. This fact must be taken into consideration, when the work of the Regional Boards is assessed. Another barrier is the ambitions at the departmental level where the self-determination regarding current study programmes or courses seem to be very strong. The rigidity in the system and the security of Employment Law contribute, among other things, to the limitation of effective planning. Finally, Fornstedt described his image of the basic knowledge and data necessary for the planning of new study programmes and separate courses at the regional level.

5 INFORMATION AND COUNSELLING AS A PART OF THE CLARIFICATION AND LEARNING PROCESSES

Mike Redmond started by underlining that no system with recurrent education could be implemented if a certain effort was not put into the development of better facilities for information and counselling. He also stressed that the main purpose of the counselling activities is to facilitate learning. According to McClusky counselling aims at an internalization of the role of the adult learner and effective participant in the learning process. The

need for counselling varies between different subgroups of adult learners. Two groups with high priority are working class women with low educational support within the family and working class men who are forced to change roles as a result of changes in working life.

The discussion concerned a number of problems related to information and counselling. Among the problems raised in the discussion was: what is the impact of the concept of counselling if we make a distinction between private motives (career-related, knowledge oriented etc) and collective motives (e.g. for the benefit of a certain trade union or an interest group etc)? Another problem was the division of labour between teachers and counsellors and the professionalization of the counsellors as such. The professionalization aspect is, of course, closely connected to the need for integrating information and counselling in the learning process.

In general the group stressed the need for a redistribution of counselling efforts. Our attention ought to be directed to groups with restricted experience of formal schooling and inadequate social settings. However, this does not imply that all adult students are in need of counselling. The conclusion is only that we must avoid a mis-match between available counselling resources and the adult students most in need. Otherwise they will slowly be socialized into a failing role as an adult learner, i e the internalization of the role of the risk-student.

6 THE ROLE OF WORK EXPERIENCE IN THE EDUCATIONAL PROCESS

Kenneth Abrahamsson gave a general introduction on the concept of work experience and the problem of interchangeability between formal entrance requirements and work experience. The use of the concept in the Swedish context is very wide. It can imply everything from general work experience to specific professional experience from a certain production process within working life. There are several arguments for scrutinizing work experience and its role in higher education. Firstly, it is necessary to stress that the concept plays an important part in the Swedish reform of higher education. It has obvious consequences both for traditional and non-traditional students. Secondly, there is a rapidly expanding international interest in the concept of work and life experience. The discussion in North America about credits for life experience and the development of different assessment procedures are also pushing in this direction.

The possibilities of using work experience in the educational process seem to be limited. However, a few examples were given at the workshop. In a study programme for trade union members on new legislation in working life the participants contributed by questioning the examples chosen by the teacher. Classes of traditional students seem to be more willing tc accept the examples set up by the teacher. Another way of using work experience was in the study programme of advanced vocational technology, where the students could function as peer teachers and share their professional experience of a certain production procedure with other participants. A crucial aspect of the utilization of work experience within the educational process is the experience and background of university teachers. Professors without the necessary experience from working life seem to develop fictitious or marginal examples to illustrate their general principles. External teachers seem to have better possibilities of relating the subject content to the milieu experienced by the learners.

Finally we discussed why so much attention was paid to the concept of work experience. Naomi McIntosh considered that at least three or four different problems were discussed under the general conceptual umbrella of work experience (e g its role in the admission process, its relation to apprenticeship as it was used in earlier forms of learning, its function as a resource in the learning process and, finally, the problem of the interchangeability of work experience and formal entrance requirements in general or study skill in particular).

7 THE ADAPTATION OF HIGHER EDUCATION TO ADULT LEARNERS AND THE NOTION OF HIGH CULTURE

In her introduction Naomi McIntosh stressed that the British Open University experiment took for granted the experiment had to be performed within the notion of high culture, i e from a specific academic standard. The fixed parts of the Open University experiment were standards and content and the variable were methods of distribution, teaching, forms of individual support and counselling etc. Kjell Törnblom who had spent some years at the City University of New York said that he had the impression that standards in the Swedish system of higher education had changed on account of the increasing use of group examinations and project work with problem-orientation. His comments led to an intensive discussion of standards and values in the higher education systems in Sweden, the U.K. and the U.S.A. It is, of course, impossible to make general comparisons of systems with so diversified and different conditions.

One of the critical issues from the Swedish point of view is to what extent the notion of high culture can be maintained at the same time as group exam methods and problem-oriented project work are applied. The problem is too complex to be answered by a simple yes and no. We must clarify what we mean by quality within the system of higher education. Do we mainly mean that we try to adapt the students to academic ways of thinking and reflecting about academic subject content? Or is the main purpose to make the students competent citizens or professionals? Or are we aiming at a more effective interaction between the academic subject content and the set of work and life experiences a certain student brings to the learning situation.

Naomi McIntosh stressed the point that this adaptation should not mean rewriting study programmes for the specific needs of a certain group (e g Socrates for adults or Socrates for women). The purpose of studies in higher education would be to give the students contact with the best possible knowledge and reflection about a certain subject content. The total set of different students' experience concerning a certain subject matter does not necessarily have to increase the sum of knowledge about it. It is not unlikely that their contribution can be one of general bias or even ignorance. Urban Dahllöf added that the adaptation to new learners sometimes can be an over-adaptation by changing from full-time to part-time; from day classes to evening classes; from full degrees to single courses etc. He also stressed the need for increasing attention to the educational context of high culture within the Swedish system of higher education.

The question of quality within different systems of higher education must be related to the structure and context of the compulsory school system and the degree and form of student selection during the course of educational careers. These conditions will set the limits on the development of the system of higher education in certain directions. Of utmost interest in this discussion is Martin Trow's distinction between elite - mass - universal access to higher education. Within this distinction the typical features of the British system, including the Open University, would, according to McIntosh, be an elitist system, while Sweden would probably fit the mass- or universal access point better. Naomi McIntosh summarized her comments on the Swedish situation by saying that "maybe you have thrown out the baby with the bathwater..." in the balance between broadening of system and keeping at the same time the notion of research standard, scholarship and high culture. Urban Dahllöf considered that the Swedish model of higher education (all universities and colleges within one unified system) could be a way of keeping "the baby in the pool...". The question of binary or unified systems seems to raise problems in all systems of higher education. An interesting comparison could for

example be made between Norway and Sweden here; in these countries two relatively similar models have been developed. What kind of internal differentiation will develop within a unified system and what kind of academic drift takes place in binary systems?

Another aspect that was discussed was the different ways young and mature students seem to react to the idea of group exams and changing learning methods. Many observations seem to support the view that adult learners prefer more structured learning situations and test procedures, while younger students are often more willing to change and influence educational design and assessment methods. Obviously the idea of group exams has developed in quite different ways in Sweden and Britain. In Britain there has never been any strong press from students for group exams, while this model seems to be much more usual in Sweden, mainly as an adaptation to student demands and as a way of solving the problem of increasing student heterogeneity(both concerning experience and study skill) in class. If we scrutinize the Swedish situation there seems to be a mis-match between teaching and learning strategies for traditional and adult students.

The discussion at the seminar made clear that a critical point is whether the adaptation starts from the notion of high culture (i e a specific standard and view of subject content) or whether it also implies a redefinition of standards and content. Naomi McIntosh underlined that the OU experience was developed in order to give new groups of students possibilities of gaining a university degree of the same standard as at traditional universities. The question of standard or quality is, however, not only related to policy decisions, but also to how the education is in fact practised and how the result is evaluated both within and outside the world of higher education. It is therefore necessary to specify what we mean when we want to keep to the notion of high culture. A redefinition of standards and quality does not necessarily presuppose a lowering of standards. Another possibility is a more effective interaction between the experiential learning a learner has acquired and the academic learning within a course or study programme at post-secondary level.

8 ADULT LEARNERS IN HIGHER EDUCATION - RISK-STUDENTS OR RESOURCE-STUDENTS? SUMMARY AND CONCLUSIONS

One of the purposes of the workshop was "to identify some critical problems and functions of the Swedish system of higher education as far as new learners are concerned...". The critical problem the seminar dealt with was different aspects of the mutual adaptation of institutions of higher education and individual students. No such discussion can be fruitful if we do not clarify our objectives and specify our concepts. Sometimes one has the feeling that the semantics of the system of higher education develop faster than the system itself. There are a number of ways of labelling new clientele in higher education (e g non-traditional, adult, mature, underprivileged, disadvantaged...). Obviously, there is a strong need for "listing and unpacking these concepts". We must also make a distinction between using the concepts for descriptive and prescriptive purposes.

Another critical concept is the degree and pattern of imbalance within a system. The degree of imbalance seems to depend on the number of different and contradictory functions within the system. Inevitably, every reform process is characterized by some form of imbalance, i e a struggle between different forces and ideas. If the imbalance begins to predominate, the system will create vibrations or even some turbulence. We did not see it as our task to diagnose the degree of imbalance within the Swedish system of higher education. It was interesting, however, to listen to Naomi McIntosh's comment on "throwing the baby out with the bathwater" and Urban Dahllöf's reply on "keeping the baby in the pool". By using the baby-water metaphor the question might be whether the objective of the reform efforts in Sweden is to "train the baby to swim in the pool".

In the theme for the seminar we contrasted the images of adult learners as resource-students and risk-students. By resource-students we meant primarily that adult learners have a rich spectrum of life and work experience, which might play an important role in the learning process. We also meant that the adult learner's social competence and goal-orientation would stimulate him to participate more actively in the learning process. The cognitive platform acquired through experiential learning offers the prospect of a more effective interaction between experiences and academic learning. By the label "risk-student" we meant that the social construction of the teaching process and the curricula contain hidden rules about how to behave in the academic system. The student who has not internalized these rules or lacks the necessary study skill might drop out for good or bad reasons. If there is a gap between an individual learner's study skill and educational experiences on the one hand, and the

expectations of study skill and background knowledge on the other, it is self-evident that a resource-student might be a risk-student.

The resource and risk aspects can not only be used for labelling different groups, but may also function on the individual level. An adult learner can have stored a respectable amount of different experiences, but at the same time be characterized by insufficient study skill and negative study experiences. One of the main problems in meeting new and different groups of learners in higher education is to develop a teaching and learning process, which at the same time gives both the necessary up-grading of study skill and possibilities for new students to function as resources in the learning process both for themselves and for other participants. Traditional academic teaching styles seem to focus on skill-up-grading and the adjustment of adult learners to the specific requirements of the academic situation. Experience-related methods seem to stress the need for adjusting the study programme or the course to the specific needs and conditions of certain groups of learners. The workshop did not give any concrete advice on how to cope with this dilemma; what we can say is that it covers a number of important policy problems and that adaptation must be mutual, not only in one direction or the other.

Ola Román was assigned the role of process evaluator in the workshop. In his concluding remarks he stressed that the discussion had been of the greatest interest, but at the same time, at too abstract a level to be easily transformed to and used in the daily life of a specific college or department. Ola Román also mentioned the mis-match between academic ideals and methods of teaching and learning within higher education in the late sixties with their strong increase of the student population. He took the example of courses in sociology in which the examination system (e g multiple-choice questions) had guaranteed that the student only acquired superficial and arbitrary fragments of subject knowledge. As a consequence only very few students learned anything about "sociological ways of thinking and analytical approaches to problems ...".

Furthermore, Ola Román mentioned the concept of recurrent education, which seems to be unfamiliar to and diffuse for a number of university teachers at the local level. Ideas and ideals at the policy level must be related to the concrete situation for post-secondary education as far as ideologies, personnel, administrative knowledge and financial conditions are concerned. Obviously, there is also a gap or a mis-match between the ideas developed and the resources available, financial and social, to transform policy ideas to educational practices.

The ways and methods of meeting the demands of new students (as far as we know them today) change from country to country. Some changes seem to take place only in the heads of policy makers or researchers, others develop out of changing conditions for certain educational practices. Centrally controlled changes and grass-root changes are not always connected with each other. The educational climate and thinking patterns differ from country to country. At our workshop Naomi McIntosh contrasted American emotionalism with Swedish rationalism. Somewhere in between we might also find ideas from British traditionalism. The different educational contexts imply different forms of learning contracts between the institution and the individual. Sometimes, as for example in mastery learning or competency-based learning, the contract is visible and spelled out. In other cases the purpose of the learning project seems to be to determine the hidden rules of the learning context.

Kenneth Abrahamsson

1979-09-03

UHÄ NATIONAL BOARD OF
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R & D unit
Kenneth Abrahamsson

WORKSHOP PROGRAMME

1979-03-23

Informal workshop on "Social and educational needs of new learners in higher education", Rönneberga, Stockholm, Sweden, April 25th - 26th, 1979

1 OBJECTIVES

To identify some critical problems and functions of the Swedish system of HE as far as new learners are concerned and to coordinate Swedish R & D activities in the field of recurrent education and new learners.

2 TIME SCHEDULE

Wednesday, April 25th

09.30 Introduction

10.00 New learners in higher education - Risk students or resource students (prel. title)
(Naomi McIntosh, Pro Vice Chancellor, Open University, Milton Keynes, England)

Discussion

12.00 Lunch

13.30 Group work on three themes

a) Serving new learners at regional level - the planning perspective
(Urban Dahllöf)

15.00 Coffee

15.30 Continuation of group work

b) Serving new learners at regional level - information, outreach activities and counselling
(Mike Redmond)

17.30 Dinner

19.00 Continuation of group work

c) Working life experience as a resource in the learning process - prospects and limitations
(Kenneth Abrahamsson)

20.30 Refreshments

P. O. Box 45501
S-104 30 STOCKHOLM
SWEDEN

Address
Drottninggatan 95 A

Phone
08/24 85 60

UHÄ 2 78-01 5000 Brevblankett

NBUC
R & D unit
Kenneth Abrahamsson

WORKSHOP PROGRAMME

1979-03-23

Thursday, April 26th

08.00 Breakfast

09.00 R & D activities on recurrent education - current international experiences

10.00 Coffee

10.15 Coordination of Swedish R & D activities

11.00 Research for change - needs on the institutional level
(Ola Román)

11.45 Closing up

12.00 Lunch

UHÄ-seminar with Naomi McIntosh on "Post-compulsory education in the 80's - immediate actions and future developments"

Thursday, April 26th

14.00 Board room, UHÄ, Drottninggatan 95 A, 2nd floor

Friday, April 27th

Informal discussions and seminars together with Professor Urban Dahllöf and his research team at the Department of Education, University of Uppsala

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R & D unit
Kenneth Abrahamsson

Appendix 2

LIST OF PARTICIPANTS

1979-04-24

Workshop on new learners, Rönneberga, Stockholm, Sweden, April 25th - 26th, 1979

Kenneth Abrahamsson	R & D-consultant, NBUC (Projects on recurrent education)
Marianne Bauer	Deputy Head of Division, R & D unit, NBUC (The follow-up programme of the Swedish reform of higher education)
Mona Bessman	Research assistant, Department of Education, University of Stockholm
Urban Dahllöf	Professor, Department of Education, University of Uppsala
Ulf Fornstedt	Deputy Head of Regional Planning Board, Uppsala
Christer Lindfors	University teacher and project leader, College of Luleå
Lillemor Kim	Project leader, R & D unit, NBUC (Effects of the new admission system)
Naomi McIntosh	Professor, Institutional Research Division, Institute of Educational Technology, Open University
Olof Nelsson	Research assistant, Department of Education, University of Lund (Projects on university courses for trade union members)
Karl-Axel Nilsson	Educational consultant, University of Lund
Owe Nilsson	Research assistant, Department of Education, Teachers' Training College in Stockholm (Project on the adaptation of universities and colleges to recurrent education)
Mike Redmond	Senior lecturer, Open University
Ola Román	Rector, College of Sundsvall/Härnösand
Kjell Thörnblom	University teacher, Department of Sociology, University of Gothenburg

P. O. Box 45501
S-104 30 STOCKHOLM
SWEDEN

Address
Drottninggatan 95 A

Phone
08/24 85 60

UHÄ 2 78-01 5000 Brevblankett